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ABSTRACT

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade six contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and six teacher developed lessons that focus on Europe. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and culmination activity are outlined for each of the six lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

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Lessons In Law For Middle Grades

GRADE SIX

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SO 019 816

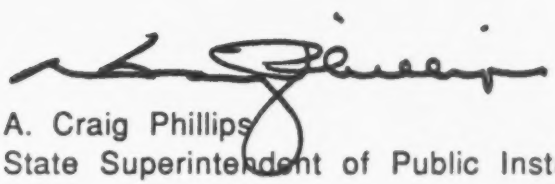
Division of Social Studies • North Carolina Department of Public Instruction

FOREWORD

Teaching about the law is an important part of the social studies curriculum. There is evidence that this strand of the curriculum is very beneficial in terms of preparation for citizenship for all students and in the reduction of delinquent acts among juveniles.

The materials introduced and developed by the Lessons in the Law for Middle Schools project are designed for grades 4-8 to enliven, enhance and reinforce the objectives of social studies curriculum.

We are grateful to the Governor's Crime Commission for providing the resources for this project and to the teachers who contributed to the development of these materials. We are confident that the positive impact of this project will be felt by thousands of students over the next few years.



A. Craig Phillips
State Superintendent of Public Instruction

LESSONS IN LAW FOR MIDDLE GRADES

GRADE SIX

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REGION 3

Paula Stocks
Jean Sawyer
Joyce Hartsfield
Patricia Campbell
Annie Ricks
Patricia Aycock
Susan Won
Barbara R. Varley
Brenda Whisnant
Victoria Riggsbee
Tracey Thompson
Deborah Goodwin
Helen Pridgen
Shirley Ramsey
George Fleming
Anne Evans
Valton M. Williams

REGION 8

Aletha Ballew
Amy Loy
Joan Brown
Sharman Washel
Bette Stuckey
Janice Pangle
Ruth Young
Judy Pagne
Rozella Ramsey
Jeannette Klutts
Barbara Nicholson
Helen Hughes
Teresa E. Young

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Some of the lesson formats used in the illustrative activities are based on formats used by the Center for Civic Education in the Law in a Free Society Curriculum.

PROJECT OVERVIEW

The Lessons in the Law for Middle Schools project is a part of a much larger effort to make the study of law and legal concepts an integral part of the North Carolina social studies curriculum. The project is funded for two years by The Governor's Crime Commission. The first year of the grant has been devoted to working with a select group of teachers in grades 4 through 8 to produce practical, easy-to-use lessons for teaching about the law. These lessons will be made available to other teachers who teach at the same level. Teachers selected for the initial year of the project received two days of inservice education related to the concepts of authority, justice, and responsibility in eight workshops held throughout the state. During the workshops, each teacher was asked to produce a lesson related to one of the concepts. The lessons were designed to be completed with a typical in class in 1-3 days. Preparation of the lessons was started during the workshops and completed by the teachers on their own immediately following the workshop. The lessons were first fieldtested by the writer and later critiqued and in some cases fieldtested by other workshop participants. Some of the evaluations of the lessons were done in a one day follow-up workshop. Each lesson was revised on the basis of the field-test and critiques. Several of the lessons are included in the activity booklets produced by the project. Not all of the lessons produced by the participants have been included. Some lessons, though quite useful, contained copyrighted material that could not be reproduced. Others required the use of commercially produced materials. If additional resources become available in the future, more of the lessons produced by participants in the project will be printed and distributed.

Each of the lessons included in the booklets are correlated to the North Carolina social studies curriculum for grade 4, 5, 6, 7 or 8. These lessons will be used in a series of one-day workshops during the second year of the project to introduce teachers to practical strategies for teaching about authority, justice, and responsibility. These workshops will be designed to provide teachers with a better understanding of these legal concepts and to acquaint teachers with the lessons produced during the first year of the project.

The lesson development activities and the workshops associated with the project were facilitated by the regional coordinators for social studies of the Division of Social Studies, Department of Public Instruction. If you are interested in learning more about the law-related education strand of the social studies curriculum or if you are interested in workshops for teaching about the law, you may contact the social studies coordinator by calling the regional education center for your area of the state.

INTRODUCTION

Included in the North Carolina Standard Course of Study for Social Studies are specific goals which define what students should learn about the law. There are goals for each grade, grades four through eight, which focus on the concepts of authority, justice, and responsibility. The general goals below are the focus of the activities found in these materials. Specific goals and objectives are listed for each teacher-developed activity.

The learner will:

- understand the concept of authority as it relates to citizenship in a democratic environment.
- be able to analyze cases involving the concept of responsibility and choose responsible courses of action when presented with situations requiring action.
- understand the procedural, distributive and corrective aspects of the concept of justice.
- participate effectively in groups.
- identify and define problems and suggest ways to solve them.
- demonstrate growth in self management.

The information and ideas found in these materials are not intended to supplant the existing social studies curriculum. Rather, they are intended to enhance the curriculum and supplement available textbooks, locally prepared teacher guides, and other supplementary materials.

On pages 2 through 36, you will find illustrative activities for teaching middle-grades students about authority, justice, and responsibility. These are followed by lessons developed by classroom teachers.

AUTHORITY

Authority is a basic legal concept that students should learn about during the middle grades. This concept will be better understood by students if they have opportunities to analyze rules, laws, policies, and the responsibilities of those in positions of authority and leadership. The following activities are examples of how students can be directed to focus on authority.

ANALYSIS OF CRIMINAL STATUTES

In order to have students better understand such concepts as "property crimes," "crimes against the person," "aiding and abetting," and "accessory to a crime," have students analyze the simplified versions of North Carolina statutes included in this package. Other statutes may be substituted if you so desire. The six analysis questions, labeled as Handout 1, may be used as a tool for examining a variety of statutes, rules, and policies.

The recommended procedure is to:

- provide students with the analysis questions in Handout 1.
- review the questions so students will understand the intent and purpose of each. What appears very obvious to adults may require some explanation for students.
- provide students with a copy of one of the statutes in Handout 2. Have them read the statute and carefully answer <u>each</u> question for the statute under consideration. First have students answer the questions individually. Then place them in groups of four to six students to discuss their answers. When assigning students, use a method that assures that each small group is representative of the overall class. After being placed in groups, students should attempt to reach a consensus on the answer to each question. It may be necessary to discuss the meaning of consensus and rules for reaching consensus with your students. If you do not have enough time to complete both steps of the assignment in class, you may have the students answer the questions individually as a homework assignment and complete the small group assignment in class. Following the small group assignment, lead a class discussion using the student responses to the analysis questions as a starter. Draw upon student experiences as a part of the discussion and use analogous examples when appropriate.

This activity may be repeated using a variety of rules and/or laws as the focus. The use of outside resource people can enhance the effectiveness of this activity. If the focus is upon a particular type of law or rule, you may want to have an expert available to discuss the student responses to the questions in the rule evaluation activity. For example, someone from the District Attorney's office will greatly enhance a discussion of criminal statutes. The principal of your school is an expert in school law.

ANALYZING RESPONSIBILITIES OF INDIVIDUALS IN POSITIONS OF AUTHORITY

Analyzing the responsibilities and desirable characteristics of individuals in positions of authority and leadership will help students understand the need for having individuals in positions of authority in families, in the workplace, and in government. A wide range of individuals may be considered in this type of activity. Authorities relevant to the lives of students or to topics that are included in the curriculum may be the focus of these discussions. Individuals studied should include government officials, political candidates, and officeholders plus individuals from a variety of professions. Such activities will foster the development of skills needed to become intelligent voters and decision-makers.

The recommended procedure is to:

- select a position of leadership for students to consider.
- have students either brainstorm or do research on the powers, duties, limitations, and privileges of a person in that position of authority or leadership. These should be listed on the chalkboard, an overhead projector, or chart paper so the class can see them.
- discuss the lists with the class. The discussion will lead to a better understanding of the position under consideration.
- have students list personal characteristics that are desirable in a person holding such a position.
- consider real or contrived candidates for the job. Do not allow your students to consider someone for the position until they have completed the first two steps in the activity.

Handouts 3, 4, and 5 contain information on candidates for three positions: a babysitting job, a school bus driver and a district court judge. After discussing powers, duties, limitations, and privileges of an individual in the position under consideration, provide each student with a description of the candidates for the position. Have them individually select the person they feel is best suited for the position. After they have made their individual selections, place them in small groups to discuss and defend their selections. After a few minutes in small groups, conduct a discussion involving the entire class, and consider such questions as: What influenced your choice? Did some personal experience influence your choice? Did you have enough information to make a choice? What else would you like to know about the candidates?

Discussions of responsibilities and desired characteristics of individuals in positions of authority and leadership may be extended by focusing on authorities familiar to most middle-grades students. A few are listed below:

President of the United States
School Board Member
Law Enforcement Officer
State Legislator
Supreme Court Justice
Military Officer
City Council Member
Airline Pilot
County Commissioner
United States Senator
National Leaders from any country studied

As discussions are held regarding individuals in positions of authority, you may want to have someone who holds such a position available to discuss the position with students. If you are discussing the role of judges, have a judge discuss his/her duties.

JUSTICE

Justice is a second concept that should be emphasized with middle-grades students. They can improve their understanding of justice by analyzing and discussing situations that raise questions such as: How can wrongs or injuries be fairly corrected? How can burdens and benefits be fairly distributed? Were the procedures used to gather information and to make decisions fair? Several of the illustrative strategies are examples of ways to involve students in a discussion of justice issues.

Students can gain insight into how society attempts to deal with a wide range of problems by analyzing the cases in Handouts 7, 9 and 11. Similar situations from various cultures will help students better understand those cultures. The suggested procedure for looking at the criminal cases is similar to the procedure that is suggested for examination of laws, rules, and policies. Students are confronted with situations and guided to think about the nature of the problem, the severity of the problem, and mitigating and aggravating circumstances.

The recommended procedure is to:

- provide students with copies of the questions in either Handout 6, 8, or 10. The type of case used will determine which set of questions are appropriate. You may need to modify and/or explain the questions to assure that students understand them.

- provide each student with one of the cases found in Handout 7, 9, or 11 or other cases you identify.

- allow sufficient time for students to think about and answer each question for the situation they have been assigned. Point out that not all questions apply to each case. If it is determined that a question does not apply, students should make a note of it and move to the next question. Students should be instructed to answer each question to the best of their ability. It should be pointed out that there are no "correct answers" in the usual sense. However, some answers will be better than others.

- allow students to first answer the questions individually. After students answer the questions, have them discuss their answers with other students in small groups. The group task should be to reach a consensus or at a minimum discuss the merits of each proposed answer. The strategy for grouping should be similar to the one used in the activities related to justice.

After the small group discussions, conduct a class discussion drawing upon individual and group responses to each question. During the discussion let the students support their positions using arguments based on experience, knowledge of the law, perception of right and wrong, and what they feel will be fair to all parties.

In addition to or in the place of the situations provided, teacher may choose to create more appropriate ones for their classes. They may choose examples from current events or the daily lives of students that are related to fair ways to correct wrongs or injuries or fairness in the acquisition and use of information in governmental decisions. Some examples, relevant to the middle grades social studies curriculum, involving the fair distribution of burdens and benefits are:

- Who decides which students go on a class field trip and how is this decision made?
- What type of foreign aid--humanitarian, military, economic, should the United States and other nations provide developing countries?
- How are decisions about the allocation of jobs for the unemployed and better paying jobs for the under employed made?
- How are the tax burdens associated with various types of economic activity fairly distributed?
- How are welfare benefits for various groups such as the elderly, poor and children determined?
- How can lawmakers fairly decide which community will be affected by a new highway, waste dump, or airport?
- How can regions and groups to benefit from various government programs be fairly identified?
- How can regions and groups to benefit from new ideas and inventions be fairly identified?

Lawyers, judges, court counselors, and other government officials can be valuable resources when discussing situations related to justice.

RESPONSIBILITY

Responsibility is a third fundamental legal concept that should be taught to middle-grades students. It is closely related to both authority and justice. One of the dilemmas in handouts 12, 13, and 14 or one that the teacher creates can be used to get students involved in discussions of issues related to responsibility. There are two types of issues for discussion. Students should be encouraged to think about situations which require them to make choices about the right course of action. Students should also consider situations which involve making decisions about when one should be held responsible. Handouts 12, 13 and 14 provide examples of both types of issues. There are questions for each situation to guide student discussion of the issue(s) involved. The questions that students consider when discussing such problems require perspective-taking. In terms of social and intellectual development this skill should be a high priority. With experience in viewing problems from many points of view, students will be better prepared to act responsibility.

For maximum impact follow the procedures outlined below:

- Have students read or listen to the situation.

- Following the presentation of the situation, ask a few comprehension questions to determine students' understanding of the facts. Ask questions that clarify the identity of the main characters. Also ask questions that probe students' understanding of the sequence of events. Be sure that students know the significance of each character or event.

- After the facts have been established, ask students to take a position on what the central character should do and think of reasons to support their decision. It may be helpful to require students to write down their positions and reasons so that they will remain committed to them in the initial stages of the discussion.

- After students are committed to a position, poll the class to determine the extent of disagreement among class members. If the class is clearly divided over the desired course of action or who should be held responsible, place students in small groups of three to five students who are on various sides of the question. The small group task is to try to reach a consensus on the best solution to the problem and agree on the best reasons for the recommended solution.

- Following the small group discussions, hold a class discussion of the problem. During both the small group and class analysis of the problem, use the questions which follow the situation to focus and enliven the discussion. The questions are intended to raise the most obvious issues and to encourage perspective-taking.

- If the class is clearly in agreement on the best solution to the problem, an alternative method of directing the discussion may be used. Before placing students in small groups, have them brainstorm a list of reasons for advocating the solution they agree upon. Place the list on the chalkboard, an overhead projector, or a chart. The small group and class discussions now focus on the reasons; with the task of deciding which reasons are the most compelling ones for a particular action as the primary focus.

QUESTIONS FOR EVALUATING LAWS, RULES, AND POLICIES

1. What law did the legislature make?
2. Why did the legislature think the law was needed?
3. What can be done to solve the problem other than make a law?
4. What could be the benefits of this law?
5. What could be the harmful effects of this law?
6. Is there anything wrong with this law?
7. Do you think this law should remain the same, be changed, or be repealed? Why?

SIMPLIFIED LAWS

Aiding and abetting

A person is considered to be aiding and abetting in criminal activity if present when the crime is committed and advises, encourages, or otherwise helps the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Accessory

A person is considered an accessory to a crime if he or she is not present when the crime is committed but has knowledge of the crime before or after it is committed and offers advice, encouragement, or assists the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Extortion

A person who threatens someone directly or indirectly for the purpose of gaining anything of value is guilty of extortion if convicted. (Punishment is imprisonment of not more than ten years and/or fine.)

Felonious Breaking or Entering

A person entering or breaking into a house for the purpose of stealing property, damaging property, or injuring someone is guilty of felonious breaking and entering, if convicted. (Punishment is imprisonment of not more than ten years or a fine.)

Breaking or Entering Vehicle

A person who enters a motor vehicle, boxcar, boat, trailer, or aircraft with the intention of committing a larceny or felony is guilty of breaking or entering a vehicle, if convicted. (Punishment is imprisonment of not more than five years.)

Breaking into Coin- or Currency-Operated Machine

A person who breaks into or otherwise opens a coin- or currency-operated machine without the consent of the owner is guilty of breaking into coin- or currency-operated machine, if convicted. (Punishment is imprisonment of not more than five years.)

Injury to Real Property

A person who intentionally damages, injures, or destroys the property of another is guilty of injury to real property, if convicted. (Punishment is imprisonment for not more than two years and/or fine.)

Defacing a Public Building

A person who writes on, marks, defaces or injures the walls of a public building, facility, statue or monument in a public place is guilty of defacing a public building, if convicted. (Punishment is imprisonment for not more than six months and/or fine of not more than $500.)

NOTE: These laws are very generalized and simplified. The adult penalty is included to demonstrate that society disapproves of these actions regardless of the age of the offender.

CANDIDATES FOR BABYSITTER

CANDIDATE 1

NAME: Sarah Jane Nelson

AGE: 16

SEX: Female

EDUCATION: junior high school

INTERESTS:
Swimming, horseback riding, fishing and reading

PREVIOUS EXPERIENCE: None

REFERENCES:
Three favorable references including her eighth-grade homeroom teacher, her mother and her next door neighbor

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CANDIDATE 2

NAME: Judy Ann Brown

AGE: 17

SEX: Female

EDUCATION: Two years high school

INTERESTS: Dancing, singing in the choir, drama and tennis

PREVIOUS EXPERIENCE:
YMCA camp counselor, three years babysitting, office assistant, pool and snack bar and school day care center

REFERENCES: Three favorable references from previous employers

CANDIDATE 3

NAME: Ken Madison

AGE: 16

SEX: Male

EDUCATION: One year high school

INTERESTS: Football, golf, model airplanes, video games and dating

PREVIOUS EXPERIENCE: Worked in summer Boy Scout camp, lifeguard at local swimming pool, four years babysitting experience

REFERENCES:
Three favorable references including previous employers

CANDIDATES FOR SCHOOL BUS DRIVER

CANDIDATE 1

NAME: Eric White

AGE: 17

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Academics (honor roll student), debate team

PREVIOUS EXPERIENCE:
Has driven heavy farm machinery, including trucks for several years

REASON FOR SEEKING JOB:
Needs to save money for college

CANDIDATE 2

NAME: Ann Jones

AGE: 37

SEX: Female

EDUCATION: Two years college

INTERESTS:
Girl Scout leader, taking trips with her two daughters and husband

PREVIOUS EXPERIENCE:
Has driven church bus and van and has transported numerous children in car pools for several years

REASON FOR SEEKING JOB:
Needs extra spending money

CANDIDATE 3

NAME: Ed Green

AGE: 16

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Member of football and track teams

PREVIOUS EXPERIENCE:
None other than good record with personal car.

REASON FOR SEEKING JOB:
Needs gas money for his new sports car.

CANDIDATES FOR DISTRICT COURT JUDGE

CANDIDATE 1

NAME: Sue Johnson

AGE: 42

SEX: Female

MARITAL STATUS: Divorced, two children ages 12 and 16

EDUCATION:
Law Degree from
Duke University

INTERESTS:
Volunteers in local schools and is active in Mothers Against Drunk Driving.

PREVIOUS EXPERIENCE:
Private law practice five years, juvenile police officer three years before attending law school

STATEMENT OF PHILOSOPHY:
Believes that society should be protected from criminals by being tough on criminals, particularly those who commit crimes against children and the elderly

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CANDIDATE 2

NAME: John Allen Reid

AGE: 32

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from North Carolina Central University

INTERESTS:
Big Brother program, Jaycees, plays tennis, volunteer firefighter

PREVIOUS EXPERIENCE:
Public defender two years, assistant district attorney three years, and private law practice five years

STATEMENT OF PHILOSOPHY:
Believes that society should find ways to rehabilitate criminals, believes that poor defendants should get better legal counsel

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CANDIDATE 3

NAME: Richard Lee Jamison

AGE: 44

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from Georgetown University

INTERESTS: Horses, golf, and church work

PREVIOUS EXPERIENCE:
District court judge four years, district attorney four years, and private law practice ten years.

STATEMENT OF PHILOSOPHY:
Believes that the criminal justice system works extremely well, believes very little can be done to improve it.

CORRECTIVE JUSTICE

1. Identify the crime/problem.

2. How serious was the crime/problem?

3. How many people were involved, how much property, how much land, how many plants, animals, or other things of value were affected?

4. Over how long a period of time did the crime/problem take place?

5. How great an effect did the crime/problem have?

6. How offensive was the crime in terms of right or wrong and human dignity?

7. Was the crime the result of an intentional act?

8. Was the crime the result of recklessness?

9. Was the crime the result of carelessness or thoughtlessness?

10. Did the person know that he or she was committing a crime?

11. What was the person trying to accomplish?

12. Had the person done something like this before?

13. How did the person feel about what he/she had done?

14. Did the person act alone, as a leader, or as an accomplice?

15. Did the victim contribute to the crime/problem?

16. Should the person be punished, forgiven, or required to pay restitution? Explain how this should be done.

CORRECTIVE JUSTICE CASES

A CASE OF GREED

Jenny knew that one of her teachers, Ms. Jones, enjoyed popular music and had a large collection of stereo tapes in her car. She knew about this because Ms. Jones had given her a ride home one day after school when it was raining. She had learned from some older boys in the neighborhood that a second-hand store in town would buy used tapes, tape players, radios, and stereos. The boys said that the owner had bought stolen items from them on several occasions. Jenny started to think. Rarely did she have enough money to do all of the things she wanted to do. If she could steal a few things to sell, she could have more spending money. One afternoon after school as she walked through the school parking lot, she spotted Ms. Jones's car. It was unlocked. There were about fifty tapes and a small cassette recorder in the car. Temptation got the best of her. She took the tapes and the recorder. She put them in her gym bag and walked away. She asked her older brother to take them to the second-hand store and sell them. Her brother sold them and gave her $25. She was very careful not to spend the money all at once. She was afraid that her parents or someone else would notice and question her about where she got the money. Ms. Jones had reported the theft to the police, but no progress had been made in solving the crime.

Several weeks passed and the money ran out. Jenny was sure that no one suspected her. As she rode her bike in the park one afternoon, she saw a young couple beside a stream. Up the hill from where they stood was a park bench and picnic table. On the table was a large "jam box". The table was out of the view of the couple. She was sure the "box" belonged to the people beside the stream. Temptation struck again! She rode past the table and grabbed the "box". She rushed home. Her brother was the only person there. He agreed to sell the "box". This time she got $40. Her luck ran out. The police had been observing the second-hand store. They questioned Jenny's brother and learned of Jenny's involvement. Then they questioned her.

AT THE WRONG PLACE AT THE WRONG TIME

Jerry and some of his friends were playing on the playground at the elementary school in their neighborhood. They were playing basketball on an outdoor court. The building was locked. Some of the boys needed to go to the restroom. They found an open window and entered the building to use the restroom. As they were preparing to leave, they heard footsteps. It was a security guard. They ran down the hall as fast as they could. In their haste, several of the boys crashed into a large glass display case in the hall. To their dismay it shattered. Fortunately, nobody was hurt. The security guard shouted for them to stop. They were absolutely petrified. The security guard called the school principal. She told the boys that they had unlawfully entered the building and had vandalized school property by breaking the display case. The boys' parents were called.

UNAUTHORIZED SALES

Tom brought bubble gum to school in order to sell it on the bus and in the school building. He doubled the price and sold the gum to students. Some students spent their lunch money on Tom's gum. His sales activity was against school policy. When Tom's business activities were discovered by the assistant principal, he was summoned to the office.

A CASE OF LIABILITY

Mike's teacher sent a note to his parents to inform them that he had not turned in a science booklet which was to be recorded as a test grade. Mike did not show the note to his parents. Instead he signed his mother's name and returned the note to the teacher. When the teacher recognized the signature as a forgery, she told him to come by after school.

IS IT ASSAULT?

Joanna happily boarded the school bus at the end of the day. It was the last day of the school year. In her excitement about school ending, Joanna slung her bookbag across the seat, hitting Lucy in the forehead. The blow caused a cut that required six stitches.

TOO MUCH TARGET PRACTICE

David and Brian lived in a rural area. After school and on weekends they enjoyed playing in the woods and fields near their home. Both boys had air rifles. When they had enough money to buy pellets, they enjoyed shooting at stationary targets with their rifles. Sometimes they shot at paper targets, cardboard boxes, and metal cans. They tried their skill in all sorts of positions - kneeling, standing, and lying down. They talked about how much fun it would be to enter competitions when they were older. Perhaps, someday they would be good enough to compete against men and women from other countries. Both boys were very good marksmen. Their parents knew of their interest in shooting and had instructed them in gun safety. Sometimes they were allowed to target practice with shotguns and rifles under their parent's supervision. What both wanted was a chance to shoot at moving targets. They had tried this once and realized it was far more difficult than hitting a stationary target.

After target practice in the woods one day, the boys were riding their bikes home. It was nearly dark. They were kidding each other about who was the better shot. Brian told David that if he was as good a shot as he said, he could hit Mr. Brown's horse as it ran beside the fence. The horse would sometimes trot beside the fence as the boys rode past. David stopped, took aim and hit the horse squarely in the side. The horse neighed and ran quickly away. The boys laughed and kept going. A little farther along Brian said, "I'm going to really show you something. See that cat walking on Mrs. Barnes' fence? I'm going to really sting it." He stopped, took aim, and fired. He missed. He fired a second time. This time he hit the cat. The boys laughed and continued on their way home. That evening they learned that the first pellet had struck Mrs. Barnes' storm door and cracked the glass. The second shot hit the cat and blinded him in one eye. Mrs. Barnes found a BB pellet on her porch. The veterinarian removed the second pellet from the cat's eye. The veterinarian's bill was $95. The boys' parents were called. When confronted with what had happened, the boys admitted what they had done. They said they knew better and were terribly sorry.

IS IT WORTH IT?

Becky lived near a shopping mall. She often went to the mall to hang around and talk with her friends when she had nothing better to do. Once in a while she would do some shopping for her mother. One day when she was in the mall and none of her friends were around, she got bored. She went into one of the large department stores. First, she looked at the cosmetics and then at the clothes. Later she went back to the cosmetics area. There she saw a cosmetic kit that she really wanted, but did not have enough money to buy. The salesclerk in the cosmetics department was helping a customer. It was a slow day. There were no other shoppers nearby. Becky slipped the kit into her handbag and walked out of the store into the mall area. Just as she left the store, Becky was stopped by a security guard. The guard took her to the store office. He examined the contents of her bag. He told her that she had been observed through the store's video security system slipping the cosmetics into her bag. Becky offered to return the merchandise. She asked if she could call her parents and get money to pay for them. The store manager said no and called the police. The police came and called her parents at work. They were upset at what had happened.

A CASE OF EXTORTION

Billy, a big boy for his age, told Greg to bring him a specific baseball trading card or he would beat him up. The next day when Billy learned that Greg had ignored his request, he twisted Greg's arm and tied him to a door in the boys' restroom. Greg was late to class because of his ordeal. When he explained what happened, Billy was sent to the principal.

DISTRIBUTIVE JUSTICE

1. What benefit or burden is to be distributed?
2. What person(s) or group(s) are being considered as recipients?
3. Which person or group has the greatest need?
4. Which person or group can best use, apply, or handle what is being distributed?
5. What has the person or group done to receive this burden?
6. Does the person or group qualify for this burden or benefit?
7. Which person or group deserves what is being distributed?

DISTRIBUTIVE JUSTICE CASES

EXTRA HOMEWORK

Sue, Tom, and Jane are advanced students in Mrs. Martin's fourth-grade class. Each week they are out of the classroom for three hours attending special classes. Sue, Tom, and Jane have to make up their classroom assignments each time they go to a special class. The makeup work is usually assigned as additional homework. Mrs. Martin has a problem. She is not sure if she should give additional homework assignments to students who do not go to special classes. She wonders if it will be fair to give extra homework to three students without giving extra homework to the rest of the class. After all, the students have spent the same amount of time in classes. If extra homework is to be given only to those students in special classes, should she give more homework to those who leave the classroom for remedial work? What will be the fairest thing for Mrs. Martin to do?

EXTRA CLASS WORK

At Stony Creek School the music teacher offered extra classes in recorder to those students who wished to participate. Most of the students in Mrs. Gardner's class chose to attend. A small number were left in the classroom. They were assigned extra math work to do. These students and their parents did not think the additional math practice was fair. Is the additional math work fair?

WHO SHOULD BE REWARDED

The West Street PTA offered an ice cream party to the class with the highest sales in the annual magazine sale. Two classes tied for first place. The budget has enough money to provide a party for only one class. An analysis of sales charts shows that in one class all students sold magazines. The sales in the other class were the result of the work of one student. His sales account for 90 percent of the class total. Should the principal try to find a way to reward both classes or should he reward the class in which all students contributed and invite the high salesperson from the other class? Which solution will is fairer?

WHO IS BEST QUALIFIED ?

Each homeroom at Mills Creek Elementary School chooses a reporter for the school newspaper. To be eligible, a student must have good handwriting and grammar skills. There are two students in Ms. Ruppard's homeroom who badly want this position. Jerry is a good student in every sense of the word. His grades are excellent. He has never had any behavior problems at school. His interests are pretty much academic. Jill also wants the job. She is quite different from Jerry. Her grades overall are not good. However, she is a good writer. She is well rounded, enjoys sports, and is well liked by other students. She seems to know everything that goes on in the school and community. She has a hard time following rules. She has been to the principal's office twice for problems on the school bus and in class. Which student deserves the privilege of representing Ms. Ruppard's class as a reporter?

WHO SHOULD PAY?

Sally borrowed a library book from Mary. Sally left the book on the porch while she played with her dog. Her mother called her for dinner. Sally forgot about the book. During the night Sally's dog chewed the book. It was so badly damaged that it had to be replaced. The book was checked out on Mary's library card. Should Sally bear the total expense or should Mary share in the cost, since the book is officially checked out to her? Do the parents of either girl have any responsibility for helping to pay for the damage?

PROCEDURAL JUSTICE

1. Do you need to know anything else about this case?
2. Is this information secret or public?
3. Was the information presented effectively?
4. Were both sides fairly represented?
5. Was the information reliable?
6. Was public notice of the hearing or meeting given in advance?
7. Were everyone's rights protected?
8. Were the decisions in this case fair?

PROCEDURAL JUSTICE CASES

THE MISSING MONEY

Donald, a fourth grader at Oakview Elementary School, was excited about selling candy for the school's annual fund raiser. The class was pleased that Donald took fifty candy bars to sell. Donald did sell all the candy. However, he spent the money on himself. This matter was called to the attention of the principal. The principal notified Donald's parents of the problem and asked them to come for a conference. During the conference, Donald's teacher explained what had happened and indicated that several class members had observed Donald playing video games and attending movies more than usual. Donald explained that he lost the money. He indicated the money spent for video games and movies came from money he had saved. The principal said that since the money was missing, Donald and his parents would have to replace it. He also stated that Donald would be punished by being placed in detention for five days. Donald's parents agreed to allow Donald to either earn the money or take it from his savings. Was Donald treated fairly?

THE BOOK THIEF

Patrick loved to read books. His parents bought him many books and took him to the public library frequently. However, Patrick had another way of getting books. He was stealing them from his school library. He had stolen twenty or more books before the librarian discovered the theft. The librarian, his teacher, and the principal were very upset about the incident. Patrick was a good student in the academic sense. He made good grades and did well in all of his subjects. However, almost every week he was in some type of trouble. He had been punished often by his teachers and the principal. This time the principal felt that more drastic measures had to be taken. He called in the juvenile officer from the local police department. The officer came and talked to Patrick and his parents and he filed a complaint with the juvenile court counselor. The counselor talked to the principal, the librarian, Patrick's teacher, his parents, and Patrick. After ten days the counselor decided that Patrick did not need to go to court. He encouraged Patrick and his parents to pay for the books. He also required Patrick to attend a special class on Saturday morning for pre-delinquent youth. Was Patrick treated fairly?

THE COUNTERFEITER

At Riverdale Elementary School the students pay for their ice cream in the lunch line and receive a red ticket which they redeem at the ice cream box. George, who is in Mrs. Smith's class, devised a scheme for getting free ice cream. He found paper which was the same color as the ice cream tickets in the the trash can. He cut the paper the proper size, made some tickets for himself, and gave the remaining tickets to his friends. George and his friends used them to buy ice cream. It was not long before the fraud was discovered. The principal immediately summoned George to the office. He questioned him and suspended him from school for three days. He sent a letter to George's parents telling them about the incident and punishment. His letter also requested a conference with George and his parents. The principal also called in the other students who had used counterfeit tickets, assigned them to detention for one week, and wrote letters to each of their parents. Were George and the other offenders treated fairly?

DOES KNOWLEDGE BRING RESPONSIBILITY?

Scott and his friends were making plans for Halloween. They were thinking of things to do that would really attract attention. They decided that it would be fun to go through a nearby, well-to-do neighborhood, taking pumpkins from front porches and smashing them on the sidewalk. They reasoned that if they did this on Halloween, they would not be punished. If someone saw them, they probably would not be recognized since they were a few blocks from home and would be wearing Halloween masks. They figured their parents would not suspect anything since they would be out "trick or treating." The conversation took place in the school cafeteria. Beth and Susie overheard the discussion and were concerned about what they had heard. They were afraid that if the boys followed through on their plans they might get hurt or in trouble. Certainly the people in that neighborhood would be upset. Beth and Susie worried about what they had heard for the rest of the day. They did not want anyone to get hurt and they did not want to be considered accessories to a crime. But they also did not want to be labeled as "finks," or tattletales. Should Beth and Susie tell or should they remain silent?

1. Did Beth and Susie have the right to listen to Scott's plans?

2. What obligation do the girls have to other citizens, the police, and the boys?

3. If the boys cause property damage, should the girls be held responsible in any way for what happens?

4. What do you think will happen to the girls if they tell?

5. If you are a homeowner, police officer, or Scott's parents, what do you want the girls to do?

6. Does a person have an obligation to go to the authorities if he or she has knowledge of actions or events which are likely to harm others?

THE LIBRARY BOOK

Patsy Richardson was new at Cedar Springs Middle School. She liked reading. Melissa Robbins, the first girl she met at her new school, also enjoyed reading. The day after they met, the girls agreed to go to the public library after school. Patsy was eager to know where it was and to get a library card. At the library the clerk called Melissa's attention to some new books. Patsy saw a book that she wanted to check out. The clerk gave her an application for a library card, and told her that her mother must sign it before she could get a library card..

"I must have this book," insisted Patsy.

"But you don't have a card," Melissa said.

Patsy replied, "You can check it out for me."

"That's fine," said the clerk. "But Melissa will have to be responsible for the book."

On their way home, the book slipped from Patsy's arm and fell into a puddle of water. It was badly damaged. Several days later when Patsy returned the book to the library, the clerk immediately called Melissa and told her she owed $5 for the damaged book. Melissa called Patsy and ask her to pay for the book. Melissa out pointed that Patsy was the one who had damaged it. Patsy refused, reminding her that the clerk had told her that she would be responsible for the book. Who is responsible?

1. Is it possible to follow a rule and still be wrong?

2. If Patsy fails to pay for the book, how will it affect her relationship with Melissa?

3. If you were the library clerk, what do you think Patsy should do?

4. If you were Patsy's parents, what do you think she should do?

5. If you were Melissa's parents, what do you think she should do?

6. Should Patsy be given a library card?

7. Should anyone ever be held responsible for the actions of someone else?

THE COMPUTER GAME

Jamie and Lewis were on their way home from school when suddenly Lewis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on, Jamie," Lewis said. "It will only take a few minutes."

As they entered the store, Lewis headed straight for the section where the toothpaste was kept. A big display of miniature video games caught Jamie's attention and he walked in that direction. Lewis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and went to get Jamie. Jamie was standing at the counter, playing with a game when Lewis found him.

"Come on, Jamie," said Lewis. "Let's go."

"Okay, Lewis," Jamie replied.

Just as they were leaving, Lewis saw Jamie quickly stuff a game into his pocket. "Jamie, did you take that game?"

"No," said Jamie.

"You did," said Lewis. "I know, I saw you. You'd better put it back."

"Yeah, I did," said Jamie, "and it's none of your business. What are you going to do about it?"

"I could tell the people who run the store," said Lewis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you it's none of your business, so just forget about it, will you?" Jamie said angrily.

"I'm warning you, Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare!" Jamie snapped.

Should Lewis tell the cashier?

1. How will Lewis feel if he does tell? does not tell?

2. Which is more important in this case, telling the cashier or maintaining a good relationship with his friend?

3. What might happen to the relationship between the two boys if Lewis tells?

4. Suppose Lewis does not tell and a store employee or a security guard catches Jamie, should Lewis be punished as well?

5. If Lewis's parents were available to advise him, what do you think they would want him to do?

6. Is it ever right to steal or be tolerant of those who do steal?

LESSON 6-1

Chemical Spill on the Rhine River

CONCEPT: Justice/Responsibility

GOAL 9: Know how to evaluate issues of corrective, distributive, and procedural justice.

Objective 9.1: Explain examples from Europe of issues involving fairness.

PROCEDURES

A. MOTIVATION

Ask students to brainstorm a list of environmental problems facing the world today. Once they have a list of six to ten problems, ask them to indicate which of these are limited to a single country or world region. Next ask them to rank order the problems that are a source of concern for more than one country. First have students rank the problems individually before discussing their ranking with others. If time permits, allow students to discuss potential solutions to some of the problems they have listed. Ask if one country can realistically furnish a solution to any of the problems listed?

B. DEVELOPMENT

Give the class copies of Student Handout 1 and the questions found on page 14 of the introduction. Divide the class into small groups of 4 to 6 students each. Have the students discuss the situation using the questions as a guide. They should collectively answer each question that applies to the situation. Each group should choose one spokesperson to share the group's solutions/conclusions with the class.

Assign students one of the problems in Student Handout 2. Have students write several paragraphs describing who should be held responsible and what should be done by them to correct the problem. Have students read some of their papers aloud to the class.

MATERIALS: (Supplied)
Student Handout 1

C. CULMINATION

Ask students to think of at least one environmental problem in Europe other than river pollution that can only be corrected by the joint efforts of several nations.

CHEMICAL SPILL IN THE RHINE RIVER

The Rhine River is Europe's largest waterway. Flowing 820 miles from the Swiss Alps to the North Sea, the Rhine is a beautiful river which provides recreation, fishing, and a shipping channel for manufactured products from France, West Germany, the Netherlands, and Switzerland.

On November 1, 1986 a fire at Switzerland's second largest chemical company resulted in the release of almost 1,000 tons of polluting chemicals, including dyes, insecticides, and mercury, into the Rhine River. The spill ruined about twenty years of work to restore the river from damage caused by earlier pollution. In recent years more than ten types of fish have been stocked in the river. The most recent chemical spill killed many fish, including trout, carp, and eels, and large numbers of other forms of sea life, such as snails, mussels, and crabs.

Officials in France, West Germany, the Netherlands, and Switzerland - the four countries through which the Rhine flows - said that the river was in danger of becoming a "dead" river as the chemicals killed off fish and destroyed both vegetation and wildlife.

The disaster affected thousands of Europeans. Up and down the river, villagers who depend on the Rhine for drinking water were forced to get their supplies from fire trucks. In Germany, farmers scrambled to remove their livestock from grazing pastures near the river. In Strasbourg, France, sheep that drank from the Rhine died. Officials in many cities banned all fishing in the river and its tributaries.

European officials criticized authorities of the Swiss government, complaining that they had failed to supply news about the accident until twenty-four hours after it happened.

The chemical company admitted that it had underestimated the risk of such an accident and confirmed that company officials had been warned of the possibilities of such an accident by an insurance inspector. The company insisted, however, they had broken no laws in storing the chemicals.

Environmental ministers (officials) from the four affected countries say it is impossible to determine the cost of the disaster because it may take years to repair all the damage.

PROBLEMS

You live in a German village which purifies Rhine water for drinking. After the chemical spill in Switzerland, your water must be trucked in. No one can tell you how long this situation will last. How do you feel about this? What should be done about it? Who should be held responsible?

You are a French farmer whose sheep drank water from the Rhine after the chemical spill in Switzerland. If you had been warned immediately after the accident, you could have penned up your sheep and saved them. However, you were not notified, and half of your flock died. How do you feel about this? What should be done about it? Who should be held responsible?

You are the owner of the chemical company responsible for accidentally spilling polluting chemicals into the Rhine. Several years ago your insurance agency recommended that you improve warehouse safety, but you made no changes. Now you know those chemicals have killed millions of fish and other wildlife, and spoiled the drinking water of towns not only in Switzerland but in other countries through which the Rhine flows. How do you feel about this? What should be done about it? Who should be held responsible?

You are Swiss official who knew about the fire and chemical spill into the Rhine very soon after it happened. You alerted Swiss people close by, but you didn't alert officials in France, W. Germany, and the Netherlands until after 24 hours later. Now those countries are blaming you, saying that a least some damage could have been prevented if you had notified them sooner. They are angry also because your anti-pollution laws are not as strict as theirs. How do you feel about this? What should be done about it? Who should be held responsible?

You are the environmental minister in the Netherlands. Fifteen years ago the water flowing into Dutch estuaries (breeding areas for fish, shellfish, and many birds) was so polluted that fish and shellfish could not be eaten, and many fish and birds died from toxins (poisons) in the water. You and your country have spent huge amounts of money to clean up the waters over the years. Now the Swiss accident has ruined all of your efforts. It will take many years to clean the waters again, and will cost millions of dollars. How do you feel about this? What should be done about it? Who should be held responsible?

LESSON 6-2

IS IT FAIR?

CONCEPT: Justice

Goal 9: The learner will know how to evaluate issues of corrective, distributive, and procedural justice.

Objective 9.1: Cite examples from Europe of issues involving fairness.

PROCEDURES

A. MOTIVATION

Ask students if they know the purpose of trials. Ask them to relate firsthand observations about the functions of courts and procedures used in courts of law. Allow a few minutes for discussion.

B. DEVELOPMENT

Describe the facts in the following situation to students. You may read or tell the class what happened or you may want to have several students dramatize the situation.

Harry and the Candy Bar

Harry goes into the grocery store and steals a candy bar because he is hungry. Immediately upon leaving the grocery store, Harry puts the candy into his mouth. Several witnesses see him take the candy and eat it. He is arrested for his actions. On the way to the police station, he repeats over and over, "I'll never do it again. I'm sorry. I was hungry."

Ask a few comprehension questions to check students' understanding of the facts. After you are sure students understand the facts, explain to the class that judicial systems in different countries decide the guilt or innocence of the accused in different ways. Students will have an opportunity to see some of these differences through participation in two dramatizations found in Student Handout 2-A. One describes the type of trial Harry might face in a Western European courtroom. The other is a courtroom drama that might have taken place in the Soviet Union. Assign the various roles in the two dramatizations. The characters are listed for each skit. If you would like to make it more dramatic, arrange the classroom so it has the appearance of a courtroom.

Before the dramatizations are presented to the class, you may want to provide the class with additional information about the European and Soviet legal systems.

In continental European countries, cases are often heard by panels of judges. The panel may consist of three professional judges and as many as five lay judges. The chief judge serves in the role of both prosecutor and judge. The chief judge uses an extensive file on the case to formulate questions to be directed at both the defendant and witnesses. The questions are for the purpose of impartially getting the whole story before the court. At the end of the fact-finding portion of the trial, the professional and lay judges meet to determine guilt or innocence and to set a sentence in the case of guilt.

In the Soviet Union, the Communist Party is the dominant force in the judicial process. When the accused is brought to trial, the case is heard by a judge and two people's assessors selected by the local party. Much of the fact-finding related to the case is done prior to the trial as is the case in most European countries. The Soviet court's time is devoted to hearing cases in which the facts will support a verdict of guilty.

Have students dramatize the trial using Skit I, which is roughly representative of Western European courts. Follow the dramatization with a discussion guided by such questions as:

1. Should a person be tried for such a minor offense?

2. Does it matter that the person was hungry? Should this affect the way he is treated?

3. Was the person treated fairly?

Have students repeat the skit using the Soviet version of the trial. Follow the second dramatization with a discussion of the same questions used earlier.

MATERIALS: (Supplied)
Student Handout 2-A

C. CULMINATION

Have students form groups of three to five. Ask groups to make two lists: one of similarities in the two dramatizations and another listing differences. Have a student from each group share the group's observations with the class.

SKIT I

PLACE: *A courtroom in Western Europe*
Characters:

Chief Judge Bickett
Defendant Harry Truemaker
Judge Jones
Judge Smith
Witness George Jeffers
Bailiff

Bailiff: All rise as the Honorable Judge Bickett approaches the bench.

Judge Bickett: We are here to determine the guilt or innocence of Harry Truemaker, who is accused of stealing a candy bar from the grocery store and eating it. Mr. Truemaker, how do you plead?

Harry: Guilty, but I was hungry.

Judge Bickett: Bailiff, call the first witness.

Bailiff: I call George Jeffers to the stand.

Judge Bickett: Mr. Jeffers, tell us in your own words what happened.

Jeffers: I was standing in the checkout line when I saw that man take a candy bar from the rack. I believe it was a Snickers.

Judge Bickett: Mr. Truemaker do you have anything to say regarding the testimony of this witness.

Harry: I was hungry. In fact, I was starving. Please take this into account when passing judgment.

Judge: The judges will meet and decide if the defendant is guilty or innocent of the charge of taking a candy bar.

A few minutes later.

Judge Bickett: We find Harry Truemaker guilty of stealing the candy bar. I hereby sentence Mr. Truemaker to three months of community service. He is to clean the grocery store each business day immediately after the store closing. Court dismissed!

SKIT II

PLACE: *A courtroom in the Soviet Union*
Characters: Judge
Harry Truemaker
First Assessor
Second Assessor
Grocery store manager

Judge: *(with the two assessors one sitting on each side)* Harry Truemaker, you have been accused of stealing a candy bar from local grocery store. What do you have to say for yourself?

Harry: I admit to stealing the candy Judge, but I was so hungry.

Judge: You think that because you were hungry stealing is justified? Do you not believe that you have done anything wrong?

Harry: Yes, and I'm sorry.

Judge: Grocery store manager could you please tell the court what you saw?

Manager: He came into my store and looked around. Then the next thing I saw was him running out the door without paying for the candy bar in his hand.

Judge: You, Harry, have defied the law and for this you must be punished.

Harry: Please show mercy and let me go without any penalty because I have to help work in order to put food on our table. You see, my father is dead.

Judge: You should have thought about that Harry Truemaker before you committed the crime, not afterwards.

Judge and assessors whisper to each other in order to decide Harry's fate.

Judge: Harry Truemaker, we feel that you have committed a deliberate act of stealing. In the eyes of the law, this is wrong and we will not look favorably upon such a deed. Such action carries a penalty. For the next three months you will receive only 95 percent of your salary. The other 5 percent will go toward payment of restitution for this crime. You will also be subject to correction in the workplace for three months. Do you understand the terms of this penalty?

Harry: Yes, I do Judge.

Judge: Very well, case closed.

NO EASY ANSWER

CONCEPT: Responsibility

Goal 10: The learner will know that problems of common concern often elicit international cooperation and conflict.

Objective 10.1: Know problems which cross boundaries within and among European nations and the Soviet Union.

PROCEDURES

A. MOTIVATION

Ask students if they have ever been involved in an emergency which required quick action. Ask if they had more than one option. How did they decide what they must do?

B. DEVELOPMENT

Find an account from a recent newsmagazine or newspaper of some event attributed to terrorist activity. Discuss the motives of the terrorist group involved with students. Ask if they can think of other ways to achieve the same objectives without involving innocent people.
After a few minutes, discussion, give copies of Student Handout 3, "Caught in the Airport," to each student. Place the students in groups of three to five. Have one student in each group read the problem aloud. Each group must collectively prioritize the courses of action available to them, using number one as their best selection. Instruct them to be prepared to share their rankings of options with the class. They must also be ready to give reasons for their decisions.

After a reasonable amount of time, have students report their first priority and reasons for placing it first. Lead students in a discussion of the reasons for the course of action they favor. If time permits, have students discuss reasons for not giving other courses of action a higher priority. After the discussion, let each group formulate a "best answer", using parts of several options and any ideas that they come up with themselves.

MATERIALS: (Supplied)
Student Handout 3

C. CULMINATION

Have students write essays explaining how serious they feel the impact of terrorist activity on innocent people is.

An alternative is to have students prepare survey questions and each survey three people in their community on the seriousness of the threat international terrorist activity presents to the average person.

CAUGHT IN THE AIRPORT

You are leaving Greece after a two-week vacation. You are at the airport. You are carrying a medium-sized bag that contains your passport, airline ticket, and many valuable souvenirs. Your other luggage has been checked. Suddenly, a group of five terrorists fire into the crowd, hitting several people. You hide behind a ticket counter and are not hurt. Quickly, security guards capture the terrorists and disarm them. The airport is immediately closed. People are screaming and hysterical. In the confusion, you lose your bag. Near you, a small, unattended child is crying and bleeding from a wound. What should you do next?

Look at the following options. Decide which course of action to take. Rank each option. The options should be ranked from 1 to 6 with one being the highest priority.

Option 1
Leave your bag and make arrangements to go back to your hotel immediately. You'll be out of danger but what about your bag?

Option 2
Start an immediate search for your bag. You may find it. What about the injured people? Will it be safe?

Option 3
Stay put. Don't do anything. What about your safety, your bag, the injured child?

Option 4
Go to the aid of the injured child. Can you really help the child? Is it safe to come out?

Option 5
Go to the ticket desk and ask for help. Would the airlines even consider your problem? Remember you have no passport.

Option 6
Find a telephone and call home immediately. How easy would this be and how much time would it take?

LESSON 6-4

FAIR TRADE

CONCEPT: Responsibility

GOAL 10: The learner will know that problems of common concern often elicit international cooperation and conflict.

OBJECTIVE 10.2: The learner will know examples of international cooperation and conflict among governments of Europe and the Soviet Union.

PROCEDURES

A. MOTIVATION

Tell students they are going to learn how a group of countries called the European Economic Community or Common Market have agreed to work together. They are going to learn about the benefits of this agreement as well as some of the problems it has created.

B. DEVELOPMENT

Give students the following background on the Common Market. This organization is composed of twelve countries with the primary purpose of promoting trade among the member nations. It is the largest trading group in the world. It also works to promote peace, unite the European people, and improve living conditions in member countries. People from member nations can seek jobs in any Common Market country with very few restrictions. The organization also encourages and promotes free trade between and among member nations. The governing body of the Common Market is designed to assure that all countries comply with the rules of their agreement and settle any disputes that may arise.

Lead a discussion with students about the benefits of free trade among European nations. Some of these benefits include no tariffs and the ability to specialize, thus improving efficiency. Also discuss problems the organization faces. One problem is dependence on other member countries for certain products. Disputes over trade routes, prices, fees, and currency exchange rates are other problems.

Divide students into three groups. Give each group one of the situations in Student Handout 4. Give groups sufficient time to answer each question.

Have each group sit at the front of the classroom as an expert panel. Ask panel members to report on the problem they were assigned and share the answers they gave for each question. Allow other members of the class to ask questions of the group as they make their presentation.

MATERIALS: (Supplied)
Student Handout 4

C. CULMINATION

Have students conduct research on other regional or international organizations composed of countries working together such as COMECON, the Warsaw Pact, and NATO. Have them identify the countries involved, the purposes of the organization, and make a statement about the success of the organization. Student papers can be displayed on a bulletin board.

WHAT WOULD YOU DO?

PROBLEM 1

A Common Market country has discovered huge new oil reserves. Companies from this country begin to greatly undersell oil companies from other member nations in both European and non-European markets. How might this action affect other members of the Common Market?

1. Is it a good idea for one member nation to engage in practices which might hurt companies in other member nations?

2. What are some problems that may result from forcing other companies out of the market?

3. Are there any benefits to having companies sell petroleum products at very low prices?

4. How would you recommend that this problem be handled?

PROBLEM 2

On several occasions handguns and other forbidden objects have been discovered in the baggage of passengers passing through a major airport in a member country. Twice baggage handlers and security guards have been hurt taking these items from passengers. The country which has been victimized feels that lax security in the airports of two other member countries has contributed to the problems.

1. How might these incidents affect relationships among the Common Market countries?

2. What are some ways the member nations of the Common Market can help with the problem?

3. Should the country which discovers the problem bear all of the responsibility and expense of securing the airport?

4. Should the country, which discovered the problem agree to solutions that allow other member nations a voice in their internal affairs?

PROBLEM 3

Suppose a company in a member nation discovers a miracle drug for treatment of cancer. The research which led to the discovery was financed largely by the government. The company can sell all the drug it can produce on the international market at a premium price. The government of this country decides to put a high tax on export of this product to raise revenue and to prevent all supplies from being exported.

1. Should customers in other member nations have to pay the high tax on this product?

2. Should companies from other Common Market countries be given the right to manufacture the product in order to increase supply?

3. Are there benefits to sharing patents and giving preferential treatment to other member nations?

4. Are there drawbacks to such practices?

LESSON 6-5

CITIZEN RIGHTS

CONCEPT: Justice

GOAL 6: The learner will know that different societies have different attitudes towards the rights of citizens versus authority of the state.

OBJECTIVE 6.2: Analyze citizenship rights in democratic and undemocratic societies.

PROCEDURES

A. MOTIVATION

Have students brainstorm reasons for specifying the rights of citizens and including them in either the laws or constitution of a country. Write these reasons on the chalkboard.

B. DEVELOPMENT

Tell the class that the English Bill of Rights (1689) was one of the first documents in which human rights were outlined. It contained many of the ideas later found in the United States Bill of Rights and the constitutions of other nations. Provide students with a copy of the excerpts from the English Bill of Rights included in Student Handout 5. Instruct students to paraphrase each statement.

An alternative to providing students with their own copies is to put the excerpts on a transparency. Read each statement and guide students as necessary in paraphrasing each into simpler language.

Place students in groups and ask them to make a table which compares the rights outlined in the English Bill of Rights with the rights in the American and Soviet constitutions. Divide the class into four groups. Have Groups 1 and 2 compare the United States Bill of Rights with the English Bill of Rights. Groups 3 and 4 can compare rights found in the Soviet constitution with those in the English Bill of Rights. Allow each group to present its chart to the class.
The following key will help in giving students directions for preparing their chart and will give you an indication of what students should find as they examine the documents.

Rights In Both Britain and the United States
Right of petition
Freedom of speech
Right of limited punishments

English Rights Only
No laws changed by the king without Parliament's approval
No taxation without Parliament's approval
Freedom from military draft

U. S. Rights Only
Freedom of religion and the press
Right to bear arms
Forced quartering prohibited
Unreasonable search outlawed
Right to free elections
Grand jury provided
Right of active representation

Rights In Both Britain and the Soviet Union
Freedom of speech
Freedom from unlawful arrest
Right of petition

British Rights Only
No taxation without Parliament's approval trade
Freedom from military draft
Right of limited punishments
Right to rest and leisure
Free elections
Right of active representation

U. S. Rights Only
Speedy trial required
Jury right
Other rights not listed in the Constitution preserved
Powers reserved to the people

Soviet Rights Only
Right to maintenance in old age, sickness, and the event of disability
Right to housing
Right to education
Right to cultural benefits
Right to work and choose trade
Right to health protection
Freedom of scientific technical, and artistic work
Patent rights
Right to take part in the government
Right to submit proposals and criticize the government
Freedom of the press, assembly, meetings, street processions and demonstration
Right to associate in public organizations
Freedom of conscience; separation of church and state
Protection of the family
No quartering of troops
Right to privacy
Right to protection by the courts

Lead a class discussion using the following questions and others you consider important.

1. Are there some rights which are the same in all three documents? Why are these important?

2. Are there rights not found in the English Bill of Rights that are found in both the Soviet and American bill of rights? Why are these important?

3. Why are some provisions in the Soviet and American documents different?

4. Are the rights outlined in each of the documents guaranteed to all citizens in the United States ? in the Soviet Union?

5. Do the laws of the United States and practices of the government assure that the rights, guaranteed by the United States Constitution, are available to all citizens?

6. Do the laws of the Soviet Union and practices of the government assure that the rights, guaranteed by the Soviet Constitution, are available to all citizens?

7. Based on what you know about Britain, the United States, and the Soviet Union, which nation(s) come nearest to putting the ideals stated in a bill of rights into actual practice?

MATERIALS: (Supplied)
Student Handout 5
(Needed)
United States Bill of Rights, Constitution of the USSR

C. CULMINATION

Have students write a paragraph describing any influence the English Bill of Rights may have had on either the American or the Soviet bill of rights.

ENGLAND'S BILL OF RIGHTS

The following is adapted from England's Bill of Rights adopted in 1689:

Suspending of laws by the King's authority without consent of Parliament is legal.

Levying money for the use of the Crown without the consent of Parliament is illegal.

It is the right of the subjects to petition the king.

The freedom of speech ought not to be questioned in any court or place out of Parliament.

Excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

For the amending, strengthening, and preserving of the laws, Parliament ought to be held frequently.

SCHOOL DAZE

CONCEPT: Justice

GOAL 6: Know that different societies have different attitudes toward the rights of citizens versus the authority of the state.

OBJECTIVE 6.2: Analyze citizenship rights in democratic and undemocratic societies.

PROCEDURES

A. MOTIVATION

Ask students if they have ever made the statement, "Oh, that's similar to something that happened to me." Allow students to respond.

Ask students how comparing their own experiences with things they have read or heard about can help them. Point out that by comparing things that have happened in different times or places, they may be better able to understand differences between those times and places.

Tell students that this lesson will give them a chance to compare their own school experiences with those of students in the Soviet Union.

B. DEVELOPMENT

Ask students how school rules are established. Allow students time to discuss their perception of how rules are established. Then tell them that rules are set by a school board, principal, and teachers with input from parents and students. Invite your principal or assistant principal to discuss the rule-making process for your school with the class.

After students have discussed the process of establishing rules and specific rules, give each student a copy of Student Handout 6. Instruct students to mark rules that are similar to the rules in their school. Ask them to underline the rules that would be unusual in an American public school.

As a class use the rule evaluation questions found on page 7 of in the introduction to analyze several of the familiar and unfamiliar rules.

MATERIALS: (Supplied)
Student Handout 6

C. CULMINATION

Have students write a paragraph indicating what they feel the impact of rules similar to those in effect in typical Soviet classrooms will be on students in the United States. Have some of the essays read aloud by volunteers.

SOVIET SCHOOL RULES

1. Be on time for class.
2. Come to school neatly dressed in uniform.
3. Bring all necessary materials to school daily.
4. Do not leave your seat without permission of the teacher.
5. Stand and greet the teacher with a bow when she/he enters the classroom.
6. Do not question the directives of the teacher.
7. Stand up when you answer a question and sit down with teacher's permission.
8. Carry a student identification card at all times.

The philosophy of the national government is reflected in the Soviet school rules. Students must know and obey these rules. Student compliance with school rules is often reinforced by other students, parents, and other adults in the community.